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ABSTRACT

This workbook is designed to help students expand their spelling, vocabulary, and comprehension skills through the study of roots, prefixes, and suffixes. Noting that roots, prefixes, and suffixes are the building blocks upon which all words are formed, the introduction contends that a thorough knowledge of these elements will greatly enhance vocabulary and improve understanding of unfamiliar words. In addition, the introduction defines root, prefix and suffix and explains how to do the activities in the workbook. The introduction concludes with a pretest/posttest, and a student introduction follows which includes warm-up exercises focused on identifying Latin word parts, prefixes, suffixes, and thinking about meaning. The workbook then presents the student exercises. Twelve extension worksheets, intended for assessment or additional practice, and two independent study worksheets follow the exercises. Includes an answer key and the word roots dictionary. (PM)

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LEVEL A
BOOK 1

WORD ROOTS

LEARNING THE BUILDING BLOCKS OF BETTER SPELLING AND VOCABULARY

ED 471 003

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LATIN PREFIXES ROOTS SUFFIXES

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CHERIE BLANCHARD

CS 511 501

Level A Book 1

Word Roots

Learning the Building Blocks of Better Spelling and Vocabulary

Titles in the series:

Word Roots

Level A Book 1

Level B Book 1

by Cherie Blanchard

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INTRODUCTION

"A mind is like a parachute; it works best when it is open."

—Lord Thomas Dewar

Word Roots is designed to help students expand their spelling, vocabulary, and comprehension skills. *Word Roots* is a uniquely designed and challenging workbook based on the word elements: roots, prefixes, and suffixes. Note that the roots used in this book originate from the Latin language—the foundation of much of our English language.

Roots, prefixes, and suffixes are the building blocks upon which all words are formed. A thorough knowledge of these elements will greatly enhance one's vocabulary and improve one's understanding of otherwise unfamiliar words. For example, understanding the meaning of the roots *struct, spect, frag, nov, manu* and *script*, would enable one to comprehend many words made from combinations of these elements, such as the following:

fragment	inscription	prospect
fragile	manuscript	manual
innovation	destruction	construct

A single Latin root can be the basis for many words in the English language. The significance of this lies in the fact that with every new root learned, the resulting growth of one's vocabulary can be truly astounding—and *Word Roots* provides the tools.

Definitions of Root, Prefix, and Suffix

A **root** is the element that gives the basic meaning of the word. In this book, the term root refers to the original Latin word. An English word may have two or more roots in it. Identifying these roots can help you to define a word you don't know.

A **prefix** is an element that is added to the beginning of a word. The prefix adds to or alters the meaning of the basic word. For example, the prefix *re* means back, again. The root *tract* means drag, draw out, pull.

re + *tract* = retract to draw or pull back

The prefix *con* means with or together
con + *tract* = contract to draw together or shrink

A **suffix** is an element added to the end of a word. The suffix can define the word grammatically, giving some indication as to the part of speech a word is.

Root: *dur* = harden, to last	Suffixes: *-able* (able to be), *-tion* (state, quality, act)
dur + *able* = durable	having the quality of lasting (adjective)
dur + *ation* = duration	the length of time something lasts (noun)

Words such as convention and digression have both a prefix and a suffix joined to the root.

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How to Do the Activities

The worksheets help the student to meet the following objectives: Given Latin elements and their definitions, the student will:

1. Identify these elements in English words.
2. Match each given word to its correct meaning.
3. Select the correct word to complete an unfinished sentence.

Identifying the Elements

The information below will help you identify the word elements (Objective 1 above).

- Words such as *act*, *tract*, *script*, and *herb* are both roots and words in and of themselves.
- A word can have more than one root, as shown below. Each root is circled.

manu + script = (manu)(script)

- Often, when a word ends with a root, an *e* is added to the end of the root:

tra + vers = tra(verse)

- The last letter of a root or suffix may be dropped when a suffix is added.

mob + ile + ity -*ile* drops the *e* in mob(ility)

- Variations in spelling of roots are given when necessary. For example, some words include the root *mob*, or *mot*, or *mov*. The form of the root shown depends on the words used. When both or all forms are used, the root is listed with its alternatives, as shown below.

PREFIX	ROOT		SUFFIX
	mob/ mot/ mov	move	
	viv	live, life	

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Completing the Exercises

Each worksheet is labelled with the focus elements for that page. Each word in Column A includes at least one of the focus elements. A 3-column box lists the word elements used on the page, and their definitions. A prefix *ends* with a hyphen (-) indicating that text follows; a suffix *begins* with a hyphen indicating that text precedes it.

Have students do each worksheet as instructed below:

1. Study the meanings of the prefixes, roots, and suffixes given.
2. In Column A, identify the Latin elements used in each English word by circling roots and underlining prefixes and suffixes.
3. For each word in column A, write the letter of the correct meaning from Column B.
4. Use the words from Column A to complete the sentences. Write the best word to complete each sentence.

PARTIAL SAMPLE WORKSHEET

FOCUS: son, tort

PREFIX		ROOT		SUFFIX	
con-	with, together	**son**	sound	**-ion**	state, quality, act
uni-	one	**tort**	twist		

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. contortion	b	a. as one voice
2. unison	a	b. a twisted shape or position

DIRECTIONS: Chose the word from Column A that best completes each sentence.

1. The chorus sang the song in ___unison___.
2. The acrobat's ___contortion___ was amazing to watch.

Extension Worksheets

Extension activities, beginning on page 31, can be used for assessment or additional practice. Each group of exercises has three extension activities. Worksheets One, Two, and Three review pages 1–7; Worksheets Four, Five, and Six review pages 8–14; Worksheets Seven, Eight, and Nine review pages 15–22; and Worksheets Ten, Eleven, and Twelve review pages 23–30.

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PRETEST/POSTTEST

Before starting *Word Roots*, test your existing knowledge of word meanings. On the blank spaces provided, write what you think the following words mean.

1. traverse _____
2. regression _____
3. brevity _____
4. contradict _____
5. pugnacious _____
6. postscript _____
7. cumulative _____
8. accelerate _____
9. animate _____
10. emissary _____
11. loquacious _____
12. envision _____
13. vociferous _____
14. veracity _____
15. infraction _____

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STUDENT INTRODUCTION

Latin Word Parts

Latin roots, prefixes, and suffixes are the building blocks upon which many English words are formed.

A **root** is the part that gives the basic meaning of the word. Every word has a root.

the root **frag** means break
frag + ment = fragment: a broken piece
frag + ile = fragile: easily broken; delicate

A word can be formed from more than one root.

the root **manu** means hand
the root **script** means write, written
manu + **script** = manuscript: a handwritten document

A **prefix** is a part that is added before the root. The prefix adds to or alters the meaning of the root. Not every word has a prefix.

the prefix **de-** means away, down
the root **struct** means build
de + struct = destruct: to take down

A word can have more than one prefix.

the prefix **re-** means back, again
the prefix **con-** means with, together
the root **struct** means build
re + **con** + struct = reconstruct: to build again or put back together

A **suffix** is a part that is added to the end of the root. The suffix can define the English word grammatically or give a clue as to whether a word is a noun, verb, or adjective. Not every word has a suffix. Those that do can have more than one.

the suffix **-ive** means performing or tending towards
the suffix **-ate** means to make, to act
the suffix **-ity** means a state, quality, or **act**;
the root **act** means do, drive
act + **ive** = active (adjective) **act** + **ive** + **ate** = activate (verb)
act + **ive** + **ity** = activity (noun)

Note: English words may vary their spelling when combining roots or adding prefixes and suffixes.

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Warm-up Activity 1: Identifying Latin Word Parts

PREFIX	ROOT	SUFFIX
ac-	aqua	-al
con-	celer	-ate
in-	cept	-ice
inter-	tract	-ine
re-	mar	-ion
	nomin	-tion
	nov	
	ven	

DIRECTIONS: Identify the Latin word parts used in the following English words. Circle the Latin root, and underline the prefixes and suffixes.

1. in(nov)ate
2. contraction
3. convention
4. intercept
5. nominate
6. retract
7. accelerate
8. aquamarine
9. nominal
10. novice

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Warm-up Activity 2: Prefixes

PREFIXES			
con-	with, together	ob-	against
counter-	against, opposite	pro-	for, before, forward
di-	apart, away, not	re-	back, again
inter-	between		

DIRECTIONS: Choose one or more prefixes from the box to complete a word that matches the definition given on the right. Write the prefix and completed word on the lines.

	Prefix		Root		Word	
1.	inter	+	act (do, drive)	=	interact	to be involved in communication or activity with sombody else
2.	_____	+	act (do, drive)	=	_____	to act directly against; to prevent from affecting
3.	_____	+	act (do, drive)	=	_____	to respond to something by taking action
4.	_____	+	gress (step)	=	_____	movement forward or onward; improvement
5.	_____	+	gress (step)	=	_____	to move away from
6.	_____	+	struct (build)	=	_____	to block or hinder; to be in the way
7.	_____	+	struct (build)	=	_____	to form by putting together parts
8.	_____	+ _____ +	struct (build)	=	_____	to put something back together

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Warm-up Activity 3: Suffixes

SUFFIXES			
-able	able to be (adjective)	-ile	of, related to (adjective)
-al	like, related to (adjective)	-ity	state, quality, act (noun)
-ary	someone or something that belongs to (noun)	-ion	state, quality, act, (noun)
		-ous	having the quality of (adjective)
		-y	state, quality, act (noun)

DIRECTIONS: Choose one or more suffixes from the box to complete a word that matches the definition given on the right. Write the suffix and completed word on the lines.

	Root		Suffix		Word	
1.	lumin (light)	+	ous	=	luminous	giving off or reflecting light
2.	lumin (light)	+	_____	=	_____	an object, like a star, that gives off light; a famous person (a "star")
3.	memor (remember)	+	_____	=	_____	an ability to retain knowledge; an individual's stock of retained knowledge
4.	memori (remember)	+	_____	=	_____	related to remembering a person or event
5.	memor (remember)	+	_____	=	_____	easy to be remembered
6.	mot (move)	+	_____	=	_____	the act or process of moving
7.	mov (move)	+	_____	=	_____	able to move or be moved easily
8.	mob (move)	+	_____ + _____	=	_____ 12	relating to the quality of being able to move

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Warm-up Activity 4: Thinking About Meaning

DIRECTIONS: Use the meaning of the word parts to define each of the following words. The first has been done for you.

1. **construct** = con + struct
   con means with, together; *struct* means build

   Then *construct* means *to form by putting together parts* _____

2. **marine** = mar + ine
   mar means sea; *ine* means like, related to

   Then *marine* means _____

3. **fragile** = frag + ile
   frag means break; *ile* means of, related to

   Then *fragile* means _____

4. **incredible** = in + cred + ible
   in means not; *cred* means believe; *ible* means able to be

   Then *incredible* means _____

5. **decelerate** = de + celer + ate
   de means away, down; *celer* means fast; *ate* means to make, to act

   Then *decelerate* means _____

6. **interrupt** = inter + rupt
   inter means between; *rupt* means break, burst

   Then *interrupt* means _____

7. **conclusion** = con + clus + ion
   con means with, together; *clus* means close; *ion* means state, quality, act

   Then *conclusion* means _____

8. **carnivorous** = carni + vor + ous
   carni means flesh, meat; *vor* means eat; *ous* means having the quality of

   Then *carnivorous* means _____

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FOCUS: struct

PREFIX		ROOT		SUFFIX	
con-	with, together	**struct**	build	**-ion**	state, quality, act
de-	away, down			**-ure**	process, condition
infra-	beneath				
ob-	against				
re-	back, again				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. construct	____	a. the act of destroying; a state of damage
2. destruction	____	b. to form by putting together parts
3. infrastructure	____	c. the act of putting back together
4. obstruction	____	d. underlying framework of a system
5. reconstruction	____	e. an obstacle or something put up against something else

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. The hurricane that struck the Florida coast caused a great deal of _____.
2. The accident on the highway was a major _____ to the flow of traffic.
3. Jeremy kept busy all afternoon with the _____ of his Lego tower from the fallen pieces.
4. The _____ of a school consists of teachers, administration, and a school board.
5. He was hoping to _____ the new model airplane within a week.

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FOCUS: tract, vinc

PREFIX		ROOT		SUFFIX	
con-	with, together	**tract**	drag, draw out, pull	**-ible**	able to be
ex-	out, away, from	**vinc**	conquer	**-ion**	state, quality, act
in-	in, into, not				
re-	back, again				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. contraction	___	a. unbeatable; impossible to overcome
2. extraction	___	b. to persuade by argument or evidence
3. retract	___	c. act of drawing together or shrinking
4. convince	___	d. process of withdrawing, pulling out
5. invincible	___	e. to draw or pull back

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. Bridges must be built to withstand the expansion and _____ caused by weather.
2. The attorney tried to _____ the jury that the defendant was not guilty.
3. The tooth _____ was done by an oral surgeon.
4. The brave troops were trained to march forth as though they were _____.
5. Cindy wished she could _____ what she said, but her friends had already heard it.

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FOCUS: mob

PREFIX		ROOT		SUFFIX	
com-	with, together	**mob/ mot/ mov**	move	**-able**	able to be
im-	in, into, not			**-ile**	of, related to
pro-	for, before, forward			**-ion**	state, quality, act
re-	back, again			**-ity**	state, quality, act

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. commotion	____	a. an advancement in rank or position
2. immobile	____	b. relating to the quality of being able to move
3. mobility	____	c. able to be taken or carried away
4. promotion	____	d. the scene of noisy confusion or activity
5. removable	____	e. motionless; unable to move

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. She woke up in the middle of the night because of the _____ outside the tent.
2. His _____ was due to his commitment to his work.
3. The winter coat has a _____ lining that zips out.
4. The cat would have more _____ outside the cage.
5. The _____ locomotive was in need of repair.

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FOCUS: brev, cede

PREFIX		ROOT		SUFFIX	
ab-	away, from	**brev/ brevi**	short	**-ate**	to make, to act
ac-	to, toward, near	**cede/ ceed/ cess**	go, yield	**-ible**	able to be
pro-	for, before, forward			**-ity**	state, quality, act
se-	apart				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. abbreviate	____	a. quality of being brief; shortness in time
2. brevity	____	b. to formally break away from
3. accessible	____	c. easily entered, approached, or obtained
4. proceed	____	d. to shorten
5. secede	____	e. to go forward, especially after stopping

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. The neighborhood was unhappy with the government and attempted to _____ from the city.
2. The ice skaters were warned to _____ with caution on the rough ice rink.
3. The audience was tired and appreciated the _____ of the politician's speech.
4. The students learned how to _____ the state names.
5. Because the cookie jar was on the kitchen counter and not on a high shelf, the children found it easily _____.

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FOCUS: celer, gress

PREFIX		ROOT		SUFFIX	
ac-	to, toward, near	**celer**	fast	**-ate**	to make, to act
de-	away, down	**gress**	step	**-ion**	state, quality, act
di-	apart, away, not				
pro-	for, before, forward				
re-	back, again				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. accelerate	___	a. to reduce the speed of
2. decelerate	___	b. a departure from the main issue, subject, etc.
3. digression	___	c. a movement forward or onward; improvement
4. progress	___	d. a movement backward to an earlier state
5. regression	___	e. to increase the speed of

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. As the car approached the icy curve, the driver needed to _____.
2. The student's _____ from the book topic annoyed the teacher.
3. The contractor was hoping to _____ the building process so the office complex would be finished before winter started.
4. The teacher was happy to see the _____ his class had made in learning multiplication.
5. The illness had caused a gradual _____ in his ability to speak.

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FOCUS: avi, memor

PREFIX		ROOT		SUFFIX	
com-	with, together	**avi/avia**	bird	**-al**	like, related to
		memor/ memori	remember	**-ary**	someone or something that belongs to
				-ate	to make, to act
				-trix	feminine
				-y	state, quality, act

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. aviary	____	a. related to remembering a person or event
2. aviatrix	____	b. a large enclosure in which birds are kept
3. commemorate	____	c. a woman airplane pilot
4. memory	____	d. to honor the memory of, as by a ceremony
5. memorial	____	e. an ability to retain knowledge; an individual's stock of retained knowledge

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. The highlight of their trip to the zoo was visiting the _____.
2. The veterans of World War II gathered together to _____ those who had died.
3. The _____ performed some of the most daring feats we had ever seen.
4. His head injury caused a partial loss of _____ that lasted for weeks.
5. The families held a _____ service for their grandfather who recently passed away.

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FOCUS: mar, pugn

PREFIX		ROOT		SUFFIX	
re-	back, again	**aqua**	water	**-ant**	that which
sub-	under	**mar**	sea	**-acious**	having the quality of
		pugn	fight	**-ine**	like, related to

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. aquamarine	____	a. distasteful; offensive or revolting
2. marine	____	b. having a quarrelsome or aggressive nature
3. submarine	____	c. blue-green in color, like sea water
4. pugnacious	____	d. being, living or used under water
5. repugnant	____	e. of or pertaining to the sea

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. The woman grew up near the ocean and decided to pursue a career in _____ biology.
2. The man's _____ behavior resulted in his hitting someone.
3. The _____ canyon in California's Monterey Bay is two miles deep.
4. Spitting in public is _____.
5. The bottom and sides of the swimming pool were painted _____ .

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FOCUS: act, aud

PREFIX		ROOT		SUFFIX	
counter-	against, opposite	**act**	do, drive	**-ence**	state, quality, act
in-	in, into, not	**aud/ audi**	hear	**-ible**	able to be
inter-	between			**-ion**	state, quality, act
re-	back, again				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. counteract	____	a. communication between two or more things
2. interaction	____	b. to act directly against; to prevent from affecting
3. reaction	____	c. a group of listeners or spectators
4. audience	____	d. a response
5. inaudible	____	e. unable to be heard

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. Her _____ to the surprise birthday party was one of shock.
2. There was a great deal of positive _____ among the classmates.
3. Comedians perform best with a live _____.
4. The doctor advised his patient to drink plenty of liquids to _____ the dehydrating effects of the medication.
5. The children were talking so quietly that they were almost _____.

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FOCUS: juven, ven

PREFIX		ROOT		SUFFIX	
circum-	around	**juven**	young	**-ate**	to make, to act
con-	with, together	**ven/ vent**	come	**-ile**	of, related to
inter-	between			**-tion**	state, quality, act
re-	back, again				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. juvenile	____	a. to come between; to intercede
2. rejuvenate	____	b. youthful or childish; immature
3. circumvent	____	c. to go around; to bypass restrictions
4. convention	____	d. to bring back to youthful strength or appearance
5. intervene	____	e. a gathering or assembly of people with a common interest

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. The student attempted to _____ the no-hats rule at school by wearing a sun visor.
2. The bus driver was forced to _____ when two passengers began shouting at each other.
3. The aging beauty queen was hopeful that cosmetic surgery would _____ her looks.
4. The mother thought her teen daughter's temper tantrum in public showed _____ behavior.
5. Scientists from all over the world attended the annual _____.

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FOCUS: cogn, termin

PREFIX		ROOT		SUFFIX	
de-	away, down	**cogn/ cogni**	know	**-al**	like, related to
ex-	out, away, from	**termin**	end, limit	**-ate**	to make, to act
re-	back, again			**-ation**	an action or process
				-ize	to make, to act
				-tion	state, quality, act

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. cognition	___	a. to identify someone or something seen before
2. recognize	___	b. process of acquiring knowledge
3. determination	___	c. to destroy or get rid of completely
4. exterminate	___	d. an intent to reach a goal
5. terminal	___	e. related to something leading to the end or to death

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. The child recovered from the illness the doctors had said was _____.

2. Dan's _____ to win every race got him to the Olympics.

3. Because they hadn't seen each other in many years, the former classmates failed to _____ each other.

4. I called a pest control company to _____ the fleas in our house.

5. Scientists have studied the brains of infants and their _____.

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FOCUS: scrib

PREFIX		ROOT		SUFFIX	
circum-	around	**scrib/ script**	write, written	**-ion**	state, quality, act
de-	away, down				
in-	in, into, not				
post-	after				
pre-	before				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. circumscribe	____	a. to represent with words or pictures
2. describe	____	b. a written order for medicine
3. inscription	____	c. an engraving on a coin or other object
4. postscript	____	d. to draw around; to encircle
5. prescription	____	e. an addition to an already completed letter, article, or book

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. She squeezed in a _____ at the bottom of her letter telling the date of her return.
2. The math class was learning to _____ various geometric figures with a compass.
3. The _____ on the medallion showed the date of her birthday.
4. The nurse called the pharmacy with the _____ for the patient's medicine.
5. She asked me to _____ a sea otter because she had never seen one.

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FOCUS: capt, tact

PREFIX		ROOT		SUFFIX	
con-	with, together	**capt/ cept**	take, hold	**-ile**	of, related to
in-	in, into, not	**tact**	touch	**-ure**	process, condition
inter-	between				
re-	back, again				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. intercept	____	a. the state of touching or meeting
2. recapture	____	b. of or relating to the sense of touch
3. contact	____	c. to stop or interrupt the course of
4. intact	____	d. the taking back of something
5. tactile	____	e. with nothing missing; left whole

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. The package arrived torn, but the things inside were _____.
2. The authorities were pleased to announce the _____ of the escaped prisoners.
3. The soccer player was trying to _____ a forward pass.
4. On _____, the wallpaper stuck to the wall.
5. A blind person uses _____ objects to learn what something looks like.

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FOCUS: dict, rupt

PREFIX		ROOT		SUFFIX	
contra-	against, opposite	**dict**	speak	**-ion**	state, quality, act
cor-	with, together	**rupt**	break, burst	**-ure**	process, condition
inter-	between				
pre-	before				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. contradict	____	a. to stop or hinder by breaking in on
2. prediction	____	b. to express or imply the opposite of
3. disruptive	____	c. a breaking apart or the state of being broken apart
4. interrupt	____	d. a statement foretelling the future
5. rupture	____	e. tending towards a break in the normal course or process

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. His angry facial expressions _____ his friendly words.
2. The noise of the jackhammer was _____ to the student's talk.
3. An earthquake caused the _____ of the underground pipe.
4. The _____ of a tornado made people secure their property and go to a safe place.
5. The soccer team was forced to _____ the game because of a sudden hailstorm.

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FOCUS: pos

PREFIX		ROOT		SUFFIX	
com-	with, together	**pos/ posit**	place, put	**-ion**	state, quality, act
de-	away, down				
ex-	out, away, from				
im-	in, into, not				
op-	against				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. expose	___	a. an excessive or unjust burden placed on someone
2. composition	___	b. to put down or in a safe place
3. deposit	___	c. an arrangement or putting together of parts
4. imposition	___	d. the act of resistance or action against
5. opposition	___	e. to place something where it can be seen; to put in an unprotected situation

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. She wanted to lift the garbage can lid to _____ the trash within.
2. The candidate faced strong _____ to his program.
3. The storm is expected to _____ twenty inches of snow.
4. She won first place for her musical _____.
5. He felt that asking his neighbor to take him to work was too much of an _____.

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FOCUS: fract

PREFIX		ROOT		SUFFIX	
in-	in, into, not	**fract/ frag**	break	**-ile**	of, related to
				-ion	state, quality, act
				-ment	that which
				-ure	process, condition

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. fraction	___	a. a broken piece
2. fracture	___	b. the act of breaking the limits or rules
3. infraction	___	c. easily broken; delicate
4. fragile	___	d. a part or element of a larger whole
5. fragment	___	e. a break, crack, or split

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. The once popular toy was no longer in demand and was selling at a _____ of its former price.
2. They recovered only one large _____ of the beautiful vase after it fell.
3. The crystal bowl was extremely _____.
4. Chewing gum in school is an _____ of school policy.
5. The bone _____ was clearly visible on the x-ray.

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FOCUS: anim, cred

PREFIX		ROOT		SUFFIX	
in-	in, into, not	**anim**	spirit, life	**-ate**	to make, to act
		cred	believe	**-ence**	state, quality, act
		equ	equal, fair	**-ible**	able to be
				-ity	state, quality, act
				-ulous	having the quality of

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. animate	____	a. to give spirit, life, motion, or activity to
2. equanimity	____	b. too extraordinary and impossible to believe
3. credence	____	c. disbelieving; not believing
4. incredible	____	d. calm temperament; evenness of temper
5. incredulous	____	e. belief; acceptance as true or valid

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. The tightrope walker performed the most _____ balancing act we had ever seen.
2. The student's excuse for tardiness received an _____ look from the teacher.
3. His _____ was apparent even when things got stressful.
4. The eyewitness gave _____ to the suspect's story.
5. The clown's visit to the children's hospital helped _____ the young patients.

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FOCUS: duct, vol

PREFIX		ROOT		SUFFIX	
ab-	away, from	**duct**	lead	**-ent**	like, related to
bene-	good, well	**vol/voli**	will, wish	**-ion**	state, quality, act
de-	away, down			**-tion**	state, quality, act
in-	in, into, not				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. abduction	____	a. to formally install someone to an office or position
2. deduction	____	b. a taking away by force
3. induct	____	c. showing kindness or goodwill
4. benevolent	____	d. a subtraction of an amount
5. volition	____	e. the act of making a choice or a decision

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. The waiter made a _____ from the bill to make up for the customers' long wait for their food to arrive.
2. On Wednesday, the board members will _____ the new officers.
3. In Greek mythology, the _____ of Helen from Sparta began the Trojan War.
4. The _____ doctor volunteered his services to the homeless.
5. She joined the Peace Corps of her own _____.

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FOCUS: vers, vert

PREFIX		ROOT		SUFFIX	
a-	away, from	**vers/ vert**	turn	**-ion**	state, quality, act
con-	with, together				
extro-	outside of				
intro-	within				
tra-	across, through				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. aversion	____	a. to move across or turn back and forth across
2. convert	____	b. an outgoing person
3. extrovert	____	c. turning inward; focusing on oneself
4. introversion	____	d. to turn into or transform
5. traverse	____	e. the act of turning away from; a dislike of something

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. Native American tribes would _____ the plains in search of buffalo.

2. The child _____ grew up to be a famous comedian.

3. Vegetarians have an _____ to eating meat.

4. He planned to _____ the garage into another bedroom.

5. He believed his _____ came from being an only child.

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FOCUS: loqu, nom

PREFIX		ROOT		SUFFIX	
e-	out, away, from	**loqu**	speak	**-acious**	having the quality of
mis-	bad, wrong	**nom/ nomin**	name	**-al**	like, related to
				-ate	to make, to act
				-ent	like, related to
				-er	that which

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. eloquent	____	a. very talkative
2. loquacious	____	b. an error in naming a person or thing
3. nominal	____	c. being something in name only but not in reality
4. nominate	____	d. to name for election or appointment; to designate
5. misnomer	____	e. speaking beautifully and forcefully

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. The students were asked to _____ three classmates for president.
2. The teacher corrected the student's _____ in his report.
3. Until the official election, he was designated the _____ leader.
4. The young princess impressed people with her _____ address to the peace organization.
5. The new neighbors proved to be friendly and _____.

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FOCUS: manu, vor

PREFIX		ROOT		SUFFIX	
de-	away, down	**carni-**	flesh, meat	**-acious**	having the quality of
		manu	hand	**-al**	like, related to
		script	write, written	**-ous**	having the quality of
		vor/ vour	eat		

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. manual	___	a. flesh-eating
2. manuscript	___	b. desiring or eating food in great quantities
3. carnivorous	___	c. having to do with the hands
4. devour	___	d. to eat quickly
5. voracious	___	e. a handwritten document or author's original text

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. After being stranded in the wilderness for three days, she had a _____ appetite.
2. He liked his job as a landscaper because it involved _____ labor and being outside.
3. Other dinosaurs were not afraid of being attacked by the brontosaurus because it was not _____.
4. My dog will _____ her food as soon as the dish hits the floor.
5. Reading an ancient _____ can reveal information about a culture that no longer exists.

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FOCUS: enni, later

PREFIX		ROOT		SUFFIX	
bi-	two	**enni**	year	**-al**	like, related to
cent-	hundred	**later**	side		
per-	through				
uni-	one				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. bi centennial	____	a. affecting one side of something
2. centennial	____	b. of or relating to an age or period of 200 years
3. perennial	____	c. of or involving two sides; reciprocal
4. bilateral	____	d. of or relating to an age or period of 100 years
5. unilateral	____	e. lasting through many years

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. Each spring the _____ flowers she planted during her first year at the house bloom again.
2. In 1976, the United States had its _____ anniversary.
3. The United States has a _____ trade agreement with Mexico.
4. The country made a _____ decision to stop selling arms.
5. The _____ celebration honored the author John Steinbeck, who was born in the early 1900s.

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FOCUS: tempor, ver

PREFIX		ROOT		SUFFIX	
con-	with, together	**tempor**	time	**-acity**	the quality of
ex-	out, away, from	**ver/ veri**	truth	**-aneous**	having the quality of
				-ary	of, related to
				-fy	to do, to make

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. contemporary	____	a. lasting for a limited time
2. extemporaneous	____	b. of the same time; modern time
3. temporary	____	c. to confirm; to prove to be true
4. veracity	____	d. done without any preparation; impromptu
5. verify	____	e. truth; honesty

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. The mayor was known for his _____ speaking ability.
2. Although the mother was upset with her son, she praised him for his _____ after he admitted to eating all of the candy.
3. They called the store to _____ the winning lotto numbers.
4. Bad weather caused a _____ delay in their plans.
5. He enjoyed both _____ and classical music.

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FOCUS: dur, viv

PREFIX		ROOT		SUFFIX	
re-	back, again	**dur**	harden, to last, lasting	**-able**	able to be
		viv	live, life	**-acious**	having the quality of
				-al	like, related to
				-ate	to make, to act
				-ation	an action or process
				-id	like, related to

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. durable	____	a. lively in appearance; vigorous
2. duration	____	b. high-spirited and full of life
3. revival	____	c. the length of time something lasts
4. vivacious	____	d. the act of bringing back to life; renewed interest in
5. vivid	____	e. having the quality of lasting

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. The artist's _____ shapes and colors made his work very appealing.

2. The actress was loved by all because of her _____ personality.

3. Her hiccups lasted the _____ of the lunch hour.

4. The _____ of the Broadway play proved to be a box office hit.

5. Denim is known for its _____ nature.

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FOCUS: claim, equ

PREFIX		ROOT		SUFFIX	
ex-	out, away, from	**claim/ clam**	call out, shout	**-ate**	to make, to act
pro-	for, before, forward	**equ/ equi**	equal, fair	**-ation**	an action or process
		voc	voice, call	**-ity**	state, quality, act

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. exclaim	____	a. fairness; the state of being just or fair
2. proclamation	____	b. a statement of equality
3. equation	____	c. something announced officially in public
4. equity	____	d. to cry out or speak in a strong or sudden manner
5. equivocate	____	e. to use misleading language that could be interpreted two different ways

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. The skaters complained about the lack of _____ in the judges' decision.
2. The king issued a _____ that all foreign prisoners would be released and returned to their home countries.
3. Jean was a shy child who surprised her classmates when she jumped up to _____ that she thought the rules of the game were not fair.
4. The _____ showed that two apples weighed the same as one melon.
5. The boss no longer believed the employee because he continued to _____ about why he was late.

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FOCUS: cumul, lumin

PREFIX		ROOT		SUFFIX	
ac-	to, toward, near	**cumul**	mass, heap	**-ary**	someone or something that belongs to
il-	in, into	**lumin**	light	**-ate**	to make, to act
				-ive	performing or tending towards
				-ous	having the quality of

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. accumulate	____	a. gradually building up
2. cumulative	____	b. to give light to
3. illuminate	____	c. to gather or pile up little by little
4. luminary	____	d. giving off or reflecting light
5. luminous	____	e. an object, like a star, that gives off light; a famous person ("star")

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. The _____ stars shone brightly in the dark of night.
2. Her scrapbook was a _____ project that took many years to complete.
3. The winner of the game had to _____ the most points.
4. The fans at the famous Hollywood restaurant kept watch for a glimpse of their favorite _____.
5. They installed spotlights in order to _____ the building.

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FOCUS: nov, voc

PREFIX		ROOT		SUFFIX	
in-	in, into, not	**nov**	new	**-able**	able to be
re-	back, again	**voc/ voci**	voice, call	**-ate**	to make, to act
				-ation	an action or process
				-ferous	producing
				-ice	one who, that which

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. innovation	___	a. to make something like new again
2. novice	___	b. loud, noisy
3. renovate	___	c. the act or process of inventing something new
4. revocable	___	d. a person who is new to an activity; a beginner
5. vociferous	___	e. able to be repealed or withdrawn

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. The new coach's contract was _____ if he was unable to improve the team.
2. Owners of very old homes often _____ them so they look exactly as they did when they were first built.
3. Making items from plastic was an _____ of the 20th century.
4. The team was _____ when the umpire called their batter out.
5. Everyone could see he was a _____ when he fell off the skateboard.

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FOCUS: clud, herbi

PREFIX		ROOT		SUFFIX	
con-	with, together	**clud/ clus**	close	**-cide**	kill
ex-	out, away, from	**herbi**	grass	**-ion**	state, quality, act
se-	apart	**vor**	eat	**-ous**	having the quality of

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. conclusion	____	a. plant-eating
2. exclusion	____	b. the end or last part
3. seclude	____	c. to keep away from; to isolate
4. herbicide	____	d. a shutting out; rejection
5. herbivorous	____	e. any chemical used to kill unwanted plants, etc.

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. The _____ of short children on the team seemed unfair to Thomas.

2. The actress felt compelled to _____ herself from her fans.

3. They had to be careful when applying the _____ to the lawn.

4. The play had an unexpected _____.

5. Dinosaurs like the brontosaurus were considered _____.

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FOCUS: son, tort

PREFIX		ROOT		SUFFIX	
con-	with, together	**son**	sound	**-ance**	state, quality, act
dis-	apart, opposite of	**tort**	twist	**-ic**	like, related to
ultra-	beyond			**-ion**	state, quality, act
uni-	one				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. dissonance	____	a. a twisted shape or position
2. ultrasonic	____	b. as one voice
3. unison	____	c. lack of harmony; discord
4. contortion	____	d. to alter the shape or condition of
5. distort	____	e. related to a frequency of sound vibrations beyond the normal hearing range; high in frequency

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. The acrobat's _____ was amazing to watch.

2. Animal trainers have used _____ whistles to train dogs and dolphins.

3. No one wanted to be his friend because he would _____ the truth to get his way.

4. The chorus sang the song in _____.

5. The _____ between the strings and horns made it difficult to listen to the performance.

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FOCUS: speci, vis

PREFIX		ROOT		SUFFIX	
con-	with, together	**speci/ spect**	look, examine	**-fy**	to do, to make
en-	in, into	**vis**	see	**-ion**	state, quality, act
in-	in, into, not			**-ible**	able to be
retro-	backward				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. inspection	____	a. to picture in the mind
2. retrospect	____	b. impossible to see
3. specify	____	c. to describe in detail
4. envision	____	d. the remembering of past events
5. invisible	____	e. the act of examining or reviewing

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. The colorful brochures helped them _____ what Walt Disney World would be like.
2. Marina worked an hour cleaning her room and hoped that it passed her mother's _____.
3. They asked him to _____ the exact time and place of his arrival at the train station.
4. It was so foggy that the house next door was _____.
5. In _____, the injured skier wished he had remained on the beginner's slope.

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FOCUS: miss, sect

PREFIX		ROOT		SUFFIX	
ad-	to, toward, near	**miss/ mitt**	send, let go	**-ance**	state, quality, act
dis-	apart, opposite of	**sect**	cut	**-ary**	someone or something that belongs to
e-	out, away, from			**-ion**	state, quality, act
inter-	between				
re-	back, again				

DIRECTIONS: In Column A, identify the parts of each word by circling roots and then underlining prefixes and suffixes. Match each word to its correct meaning from Column B.

COLUMN A		COLUMN B
1. admittance	____	a. the act of sending back money to pay
2. emissary	____	b. to cut apart piece by piece
3. remittance	____	c. entry
4. dissect	____	d. the place or point where two things cross each other
5. intersection	____	e. a representative of a country or group sent on a mission

DIRECTIONS: Choose the best word from Column A for each sentence. Use each word only once.

1. Bills can now be paid by electronic _____.
2. The children were told to cross the street only at the _____.
3. The botany class had already begun to _____ the flowers.
4. Each country sent an _____ to the world peace meeting.
5. The sign on the door clearly read, "No _____."

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Extension Worksheet One

DIRECTIONS: Match each word in Column A with the correct meaning in Column B.

COLUMN A		COLUMN B
1. infrastructure	_____	a. relating to the quality of being able to move
2. retract	_____	b. to formally break away from
3. convince	_____	c. a movement backward to an earlier state
4. commotion	_____	d. to go forward, especially after stopping
5. mobility	_____	e. to honor the memory of, as by a ceremony
6. secede	_____	f. underlying framework of a system
7. regression	_____	g. being, living, or used under water
8. commemorate	_____	h. to draw or pull back
9. submarine	_____	i. the scene of noisy confusion or activity
10. proceed	_____	j. to persuade by argument or evidence

This activity is a review of pages 1–7.

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Extension Worksheet Two

DIRECTIONS: Each line has only one word that is spelled correctly. Circle it.

1.	acessible	accesible	accessible
2.	pugnacious	pugnicious	pugacious
3.	accelerate	acelerate	acselerate
4.	recontruction	reconstrucsion	reconstruction
5.	aqamarine	acuamarine	aquamarine
6.	invencible	invinsible	invincible
7.	abreviete	abbreviate	abbriviate
8.	digression	digresion	diggression
9.	removable	remoovable	remuveable
10.	aviatrik	aviatrix	aveatrixs

This activity is a review of pages 1–7.

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Extension Worksheet Three

DIRECTIONS: Circle the word in parentheses that best fits the sentence.

1. There were thousands of people in attendance at the (removable, memorial) celebration for Dr. Martin Luthur King Jr.

2. The (aviary, aviatrix) contained many tropical birds.

3. The giant believed he was (invincible, pugnacious) until Jack chopped down the beanstalk.

4. The ice on the tracks caused the conductor to (decelerate, accelerate) the train when approaching curves.

5. The art assistant was surprised to hear of her (digression, promotion) to head artist.

6. The city ordered the (destruction, regression) of the old building since it had not been repaired in years.

7. The transit system became (immobile, invincible) due to extreme blizzard conditions.

8. Mrs. Miller taught children that chewing with their mouths open is (pugnacious, repugnant).

9. Because of the (brevity, contraction) of the first ball game, he was able to stay for the second one.

10. The (digression, obstruction) in her throat caused her to stop breathing.

This activity is a review of pages 1–7.

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Extension Worksheet Four

DIRECTIONS: Match each word in Column A with the correct meaning in Column B.

COLUMN A		COLUMN B
1. inaudible	_____	a. an arrangement or putting together of parts
2. counteract	_____	b. of or relating to the sense of touch
3. circumvent	_____	c. process of acquiring knowledge
4. intervene	_____	d. unable to be heard
5. terminal	_____	e. a statement foretelling the future
6. composition	_____	f. to act directly against; to prevent from affecting
7. tactile	_____	g. to go around; to bypass restrictions
8. circumscribe	_____	h. related to something leading to the end or to death
9. prediction	_____	i. to come between; to intercede
10. cognition	_____	j. to draw around; to encircle

This activity is a review of pages 8–14.

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Extension Worksheet Five

DIRECTIONS: Each line has only one word that is spelled correctly. Circle it.

1.	exterminate	extermenite	extraerminate
2.	curcumscribe	circimscrib	circumscribe
3.	prescrepshun	prescription	priscripsion
4.	recognize	recugnize	recogize
5.	enaudible	inaudible	inadible
6.	audience	audeince	adience
7.	juvunile	juvenile	juvinile
8.	corrupsion	corruption	coruption
9.	counteract	conteract	countract
10.	cunvention	convension	convention

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Extension Worksheet Six

DIRECTIONS: Choose a word from the box to fill in the blanks below. Use each word only once.

intercept	rejuvenate	opposition	
interaction	inscription	imposition	intact
contradict	exterminate	determination	

1. The boy's _____ to improve his grades was evident in his next report card.

2. A good night's rest helped _____ the overworked accountant.

3. Scientists think that an asteroid helped _____ the dinosaurs.

4. The town's decision to open a new shopping mall met with a great deal of _____ .

5. The _____ on the old gravestone was nearly unreadable.

6. The teenager felt it was a great_____ to clean his room once a month.

7. Marianne was surprised the vase was still _____ after it fell off the counter.

8. A student tried to _____ the note Sue was passing to Sean.

9. He did not want to _____ his friend Joan, but he felt he must tell the truth.

10. The teacher was pleased to observe the good _____ among the science teammates.

This activity is a review of pages 8–14.

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Extension Worksheet Seven

DIRECTIONS: Match each word in Column A with the correct meaning in Column B.

COLUMN A		COLUMN B
1. animate	_____	a. speaking beautifully and forcefully
2. equanimity	_____	b. to confirm; to prove to be true
3. eloquent	_____	c. calm temperament; evenness of temper
4. misnomer	_____	d. to give spirit, life, motion, or activity to
5. carnivorous	_____	e. having to do with the hands
6. contemporary	_____	f. to turn into or transform
7. fragment	_____	g. flesh-eating
8. manual	_____	h. a broken piece
9. convert	_____	i. of the same time; modern time
10. verify	_____	j. an error in naming a person or thing

This activity is a review of pages 15–22.

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Extension Worksheet Eight

DIRECTIONS: Each line has only one word that is spelled correctly. Circle it.

1.	unilateral	unnlateral	uniladeral
2.	nomenate	nominate	nomminate
3.	fraggil	fragill	fragile
4.	bicentennial	bisentenial	bicenteniel
5.	intravertion	introvirsion	introversion
6.	contemporary	contemptorary	contemperary
7.	bennevolent	benevolent	benevulent
8.	increadible	incredible	encredibile
9.	infraction	infracsion	infracktion
10.	loquacious	loqcuacious	locuatious

This activity is a review of pages 15–22.

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Extension Worksheet Nine

DIRECTIONS: Circle the word in parentheses that bests fits the sentence.

1. The little girl surprised everyone with her (extemporaneous, voracious) appetite.

2. Because of her outgoing and (unilateral, benevolent) personality, she was voted most likely to succeed.

3. Having lived for ten decades, the grandmother was honored with a (perennial, centennial) celebration.

4. A (deduction, production) of points would be taken if a music academy student did not practice daily.

5. Jeremy would be a good treasurer for the club because of his (veracity, equanimity).

6. Workers knew that the sandbags were only a (contemporary, temporary) solution to stopping the flood water.

7. He cleaned his room of his own (volition, abduction), instead of waiting to be told to do it.

8. The young man made a driving (infraction, fraction) the week after he received his driver's license.

9. The owner of the smashed car was (incredulous, unilateral) that no one witnessed the car accident on the busy street.

10. During a game, a soccer player will (verify, traverse) the field many times.

This activity is a review of pages 15–22.

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Extension Worksheet Ten

DIRECTIONS: Match each word in Column A with the correct meaning in Column B.

COLUMN A		COLUMN B
1. cumulative	_____	a. the act of bringing back to life; renewed interest in
2. equivocate	_____	b. the act of examining or reviewing
3. revival	_____	c. the length of time something lasts
4. herbivorous	_____	d. lack of harmony; discord
5. inspection	_____	e. gradually building up
6. vociferous	_____	f. to use misleading language that could be interpreted two different ways
7. dissonance	_____	g. giving off or reflecting light
8. admittance	_____	h. plant-eating
9. duration	_____	i. entry
10. luminous	_____	j. loud, noisy

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Extension Worksheet Eleven

DIRECTIONS: Each line has only one word that is spelled correctly. Circle it.

1.	equasion	eqation	equation
2.	iluminate	elluminate	illuminate
3.	luminary	lumenary	lummenary
4.	revockable	revoocable	revocable
5.	exclussion	exclusion	excclusion
6.	diccect	dissect	discect
7.	remittance	remmittance	remittanse
8.	emiccary	emessery	emissary
9.	herbicide	erbicide	hurbicide
10.	unisun	unision	unison

This activity is a review of pages 23–30.

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Extension Worksheet Twelve

DIRECTIONS: Choose a word from the box to fill in the blanks below. Use each word only once.

intersection	accumulate	contortion	
inspection	innovation	seclude	equity
novice	ultrasonic	envision	

1. Anne's goal was to _____ enough points in the game to win a prize.

2. The new legislature did a thorough _____ of the bylaws.

3. The acrobat made the _____ look easy to perform.

4. Until he has enough money to buy the red convertible, Phil can only _____ himself driving it.

5. The truck driver located the _____ of Highway 28 and Highway 60 on his map.

6. The best way to keep the two biggest guinea pigs happy was to _____ them from the others.

7. Even though Carmen was a _____, she won the card game.

8. The store scanner was an _____ that sped up the process of paying for groceries.

9. Maria saw the _____ in the plan that called for each child to take a turn cleaning the mouse cage.

10. Bats give off _____ calls to help them capture their food.

This activity is a review of pages 23–30.

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Independent Study

Building a Family of Words

Now that you have completed your studies in *Word Roots*, see how well you can do at forming words from any given root. Use as many reference sources as necessary.

DIRECTIONS: Below you will find five Latin roots, along with their meanings and a sample for each root. Add to each family of roots by forming as many additional words as you can.

1. **cap, cip, capt, cept** take, hold

   capacity _____

   recipient _____

   deceptive _____

2. **spec, spic, spect** look, examine

   speculate _____

   despicable _____

   spectrum _____

3. **scrib, script** write, written

   scribble _____

   subscription _____

4. **sta, stat** stand

   obstacle _____

   statutory _____

5. **vers, vert** turn

   diversify _____

   convertible _____

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Independent Study

Building a Family of Words

Now that you have completed your studies in *Word Roots*, see how well you can do at forming words from any given root. Use as many reference sources as necessary.

DIRECTIONS: Below you will find five Latin roots, along with their meanings and a sample word for each root. Add to each family of roots by forming as many additional words as you can.

1. sens, sent feel

sensational _____

resentment _____

2. pend, pens, pond hang, weigh, pay

pendant _____

dispenser _____

imponderable _____

3. semble, simil, simul together, likeness, pretense

resemblance _____

assimilate _____

simulator _____

4. ten, tent hold

tenable _____

retention _____

5. miss, mitt send, let go

dismissal _____

unremitting _____

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Answer Key

Pretest/Posttest (p. vi)

1. **traverse**: to move across or turn back and forth across
2. **regression**: movement backward to an earlier state
3. **brevity**: quality of being brief; shortness in time
4. **contradict**: to express or imply the opposite of
5. **pugnacious**: having a quarrelsome or aggressive nature
6. **postscript**: an addition to an already completed letter, article, or book
7. **cumulative**: gradually building up
8. **accelerate**: to increase the speed of
9. **animate**: to give spirit, life, motion, or activity to
10. **emissary**: a representative of a country or group sent on a mission
11. **loquacious**: very talkative
12. **envision**: to picture in the mind
13. **vociferous**: loud, noisy
14. **veracity**: truth, honesty
15. **infraction**: the act of breaking the limits or rules

Warm-up Activity 1 (p. viii)

1. in nov ate
2. con tract ion
3. con ven tion
4. inter cept
5. nomin ate
6. re tract
7. ac celer ate
8. aqua mar ine
9. nomin al
10. nov ice

Warm-up Activity 2 (p. ix)

1. inter, interact
2. counter, counteract
3. re, react
4. pro, progress
5. di, digress
6. ob, obstruct
7. con, construct
8. re, con, reconstruct

Warm-up Activity 3 (p. x)

1. (ous, luminous)
2. ary, luminary
3. y, memory
4. al, memorial
5. able, memorable
6. ion, motion
7. able, movable
8. il, ity, mobility

Warm-up Activity 4 (p. xi)

1. (to form by putting together parts)
2. of or related to the sea
3. able to be broken; delicate
4. impossible to believe
5. to make the speed go down
6. to break in on
7. the state of closing or bringing to a close
8. flesh-eating

Page 1

1. b con struct
2. a de struct ion
3. d infra struct ure
4. e ob struct ion
5. c re con struct ion

1. destruction
2. obstruction
3. reconstruction
4. infrastructure
5. construct

Page 2

1. c con tract ion
2. d ex tract ion
3. e re tract
4. b con vince
5. a in vinc ible

1. contraction
2. convince
3. extraction
4. invincible
5. retract

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Page 3

1. d com mot ion
2. e im mob ile
3. b mob il ity
4. a pro mot ion
5. c re mov able

1. commotion
2. promotion
3. removable
4. mobility
5. immobile

Page 4

1. d ab brevi ate
2. a brev ity
3. c ac cess ible
4. e pro ceed
5. b se cede

1. secede
2. proceed
3. brevity
4. abbreviate
5. accessible

Page 5

1. e ac celer ate
2. a de celer ate
3. b di gress ion
4. c pro gress
5. d re gress ion

1. decelerate
2. digression
3. accelerate
4. progress
5. regression

Page 6

1. b avi ary
2. c avia trix
3. d com memor ate
4. e memor y
5. a memori al

1. aviary
2. commemorate
3. aviatrix
4. memory
5. memorial

Page 7

1. c aqua mar ine
2. e mar ine
3. d sub mar ine
4. b pugn acious
5. a re pugn ant

1. marine
2. pugnacious
3. submarine
4. repugnant
5. aquamarine

Page 8

1. b counter act
2. a inter act ion
3. d re act ion
4. c audi ence
5. e in aud ible

1. reaction
2. interaction
3. audience
4. counteract
5. inaudible

Page 9

1. b juven ile
2. d re juven ate
3. c circum vent
4. e con vent ion
5. a inter vene

1. circumvent
2. intervene
3. rejuvenate
4. juvenile
5. convention

Page 10

1. b cogni tion
2. a re cogn ize
3. d de termin ation
4. c ex termin ate
5. e termin al

1. terminal
2. determination
3. recognize
4. exterminate
5. cognition

Page 11

1. d circum scribe
2. a de scribe
3. c in script ion
4. e post script
5. b pre script ion

1. postscript
2. circumscribe
3. inscription
4. prescription
5. describe

Page 12

1. c inter cept
2. d re capt ure
3. a con tact
4. e in tact
5. b tact ile

1. intact
2. recapture
3. intercept

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4. contact
5. tactile

Page 13

1. b contra dict
2. d pre dict ion
3. e cor rupt ion
4. a inter rupt
5. c rupt ure

1. contradict
2. corruption
3. rupture
4. prediction
5. interrupt

Page 14

1. e ex pose
2. c com posit ion
3. b de posit
4. a im posit ion
5. d op posit ion

1. expose
2. opposition
3. deposit
4. composition
5. imposition

Page 15

1. d fract ion
2. e fract ure
3. b in fract ion
4. c frag ile
5. a frag ment

1. fraction
2. fragment
3. fragile
4. infraction
5. fracture

Page 16

1. a anim ate
2. d equ anim ity
3. e cred ence
4. b in cred ible
5. c in cred ulous

1. incredible
2. incredulous
3. equanimity
4. credence
5. animate

Page 17

1. b ab duct ion
2. d de duct ion
3. a in duct
4. c bene vol ent
5. e voli tion

1. deduction
2. induct
3. abduction
4. benevolent
5. volition

Page 18

1. e a vers ion
2. d con vert
3. b extro vert
4. c intro vers ion
5. a tra verse

1. traverse
2. extrovert
3. aversion
4. convert
5. introversion

Page 19

1. e e loqu ent
2. a loqu acious
3. c nomin al
4. d nomin ate
5. b mis nom er

1. nominate
2. misnomer
3. nominal
4. eloquent
5. loquacious

Page 20

1. c manu al
2. e manu script
3. a carni vor ous
4. d de vour
5. b vor acious

1. voracious
2. manual
3. carnivorous
4. devour
5. manuscript

Page 21

1. b bi cent enni al
2. d cent enni al
3. e per enni al
4. c bi later al
5. a uni later al

1. perennial
2. bicentennial
3. bilateral
4. unilateral
5. centennial

Page 22

1. b con tempor ary
2. d ex tempor aneous
3. a tempor ary
4. e ver acity
5. c veri fy

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1. extemporaneous
2. veracity
3. verify
4. temporary
5. contemporary

Page 23

1. e dur able
2. c dur ation
3. d re viv al
4. b viv acious
5. a viv id

1. vivid
2. vivacious
3. duration
4. revival
5. durable

Page 24

1. d ex claim
2. c pro clam ation
3. b equ ation
4. a equ ity
5. e equi voc ate

1. equity
2. proclamation
3. exclaim
4. equation
5. equivocate

Page 25

1. c ac cumul ate
2. a cumul at ive
3. b il lumin ate
4. e lumin ary
5. d lumin ous

1. luminous
2. cumulative
3. accumulate
4. luminary
5. illuminate

Page 26

1. c in nov ation
2. d nov ice
3. a re nov ate
4. e re voc able
5. b voci ferous

1. revocable
2. renovate
3. innovation
4. vociferous
5. novice

Page 27

1. b con clus ion
2. d ex clus ion
3. c se clude
4. e herbi cide
5. a herbi vor ous

1. exclusion
2. seclude
3. herbicide
4. conclusion
5. herbivorous

Page 28

1. c dis son ance
2. e ultra son ic
3. b uni son
4. a con tort ion
5. d dis tort

1. contortion
2. ultrasonic
3. distort
4. unison
5. dissonance

Page 29

1. e in spect ion
2. d retro spect
3. c speci fy
4. a en vis ion
5. b in vis ible

1. envision
2. inspection
3. specify
4. invisible
5. retrospect

Page 30

1. c ad mitt ance
2. e e miss ary
3. a re mitt ance
4. b dis sect
5. d inter sect ion

1. remittance
2. intersection
3. dissect
4. emissary
5. admittance

Extension Worksheets

Worksheet One (p. 31)

1. f
2. h
3. j
4. i
5. a
6. b
7. c
8. e
9. g
10. d

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Worksheet Two (p. 32)

1. accessible (3rd)
2. pugnacious (1st)
3. accelerate (1st)
4. reconstruction (3rd)
5. aquamarine (3rd)
6. invincible (3rd)
7. abbreviate (2nd)
8. digression (1st)
9. removable (1st)
10. aviatrix (2nd)

Worksheet Three (p. 33)

1. memorial
2. aviary
3. invincible
4. decelerate
5. promotion
6. destruction
7. immobile
8. repugnant
9. brevity
10. obstruction

Worksheet Four (p. 34)

1. d
2. f
3. g
4. i
5. h
6. a
7. b
8. j
9. e
10. c

Worksheet Five (p. 35)

1. exterminate (1st)
2. circumscribe (3rd)
3. prescription (2nd)
4. recognize (1st)
5. inaudible (2nd)
6. audience (1st)
7. juvenile (2nd)
8. corruption (2nd)
9. counteract (1st)
10. convention (3rd)

Worksheet Six (p. 36)

1. determination
2. rejuvenate
3. exterminate
4. opposition
5. inscription
6. imposition
7. intact
8. intercept
9. contradict
10. interaction

Worksheet Seven (p. 37)

1. d
2. c
3. a
4. j
5. g
6. i
7. h
8. e
9. f
10. b

Worksheet Eight (p. 38)

1. unilateral (1st)
2. nominate (2nd)
3. fragile (3rd)
4. bicentennial (1st)
5. introversion (3rd)
6. contemporary (1st)
7. benevolent (2nd)
8. incredible (2nd)
9. infraction (1st)
10. loquacious (1st)

Worksheet Nine (p. 39)

1. voracious
2. benevolent
3. centennial
4. deduction
5. veracity
6. temporary
7. volition
8. infraction
9. incredulous
10. traverse

Worksheet Ten (p. 40)

1. e
2. f
3. a
4. h
5. b
6. j
7. d
8. i
9. c
10. g

Worksheet Eleven (p. 41)

1. equation (3rd)
2. illuminate (3rd)
3. luminary (1st)
4. revocable (3rd)
5. exclusion (2nd)
6. dissect (2nd)

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7. remittance (1st)
8. emissary (3rd)
9. herbicide (1st)
10. unison (3rd)

Worksheet Twelve (p. 42)

1. accumulate
2. inspection
3. contortion
4. envision
5. intersection
6. seclude
7. novice
8. innovation
9. equity
10. ultrasonic

Independent Study (pp. 43–44)

Answers will vary.

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DICTIONARY OF LATIN PREFIXES

a- away, from

aversion: the act of turning away from; a dislike of something

ab- away, from

abbreviate: to shorten

abduction: a taking away by force

ac- (ad-) to, toward, near

accelerate: to increase the speed of

accessible: easily entered, approached, or obtained

accumulate: to gather or pile up little by little

admittance: entry

bene- good, well

benevolent: showing kindness or goodwill

bi- two

bicentennial: of or relating to an age or period of 200 years

bilateral: of or involving two sides; reciprocal

cent- hundred

centennial: of or relating to an age or period of 100 years

circum- around

circumscribe: to draw around; to encircle

circumvent: to go around; to bypass restrictions

com- (con-, cor-) with, together

commemorate: to honor the memory of, as by a ceremony

commotion: the scene of noisy confusion or activity

composition: an arrangement or putting together of parts

conclusion: the end or last part

construct: to form by putting together parts

contact: the state of touching or meeting

contemporary: of the same time; modern time

contortion: a twisted shape or position

contraction: act of drawing together or shrinking

convention: a gathering or assembly of people with a common interest

convert: to turn into or transform

convince: to persuade by argument or evidence

contra- against, opposite

contradict: to express or imply the opposite of

counter- against, opposite

counteract: to act directly against; to prevent from affecting

de- away, down

describe: to represent with words or pictures

decelerate: to reduce the speed of

deduction: a subtraction of an amount

deposit: to put down or in a safe place

destruction: the act of destroying; a state of damage

determination: an intent to reach a goal

devour: to eat quickly

di- apart, away, not

digression: a departure from the main issue, subject, etc.

dis- apart, opposite of

dissect: to cut apart piece by piece

disruptive: tending towards a break in the normal course or process

dissonance: lack of harmony; discord

distort: to alter the shape or condition of

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e- out, away, from

eloquent: speaking beautifully and forcefully

emissary: a representative of a country or group sent on a mission

en- in, into

envision: to picture in the mind

ex- out, away, from

exclaim: to cry out or speak in a strong or sudden manner

exclusion: a shutting out; rejection

expose: to place something where it can be seen; to put in an unprotected situation

extemporaneous: done without any preparation; impromptu

exterminate: to destroy or get rid of completely

extraction: process of withdrawing, pulling out

extro- outside of

extrovert: an outgoing person

il- in, into

illuminate: to give light to

im- (in-) not

immobile: motionless; unable to move

imposition: an excessive or unjust burden placed on someone

inaudible: unable to be heard

incredible: too extraordinary and impossible to believe

incredulous: disbelieving; not believing

infraction: the act of breaking the limits or rules

invincible: unbeatable; impossible to overcome

invisible: impossible to see

in- in, into

induct: to formally install someone to an office or position

innovation: a new idea, method, or device

inscription: an engraving on a coin or other object

inspection: the act of examining or reviewing

intact: with nothing missing; left whole

infra- beneath

infrastructure: underlying framework of a system

inter- between

interaction: communication between two or more things

intercept: to stop or interrupt the course of

interrupt: to stop or hinder by breaking in on

intersection: the place or point where two things cross each other

intervene: to come between; to intercede

intro- within

introversion: turning inward; focusing on oneself

mis- bad, wrong

misnomer: an error in naming a person or thing

ob- (op-) against

obstruction: an obstacle or something put up against something else

opposition: the act of resistance or action against

per- through

perennial: lasting through many years

post- after

postscript: an addition to an already completed letter, article, or book

pre- before

prediction: a statement foretelling the future

prescription: a written order for medicine

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pro- for, before, forward

proceed: to go forward, especially after stopping

proclamation: something announced officially in public

progress: movement forward or onward; improvement

promotion: an advancement in rank or position

re- back, again

reaction: a response

recapture: the taking back of something

recognize: to identify someone or something seen before

reconstruction: the act of putting back together

regression: a movement backward to an earlier state

rejuvenate: to bring back to youthful strength or appearance

remittance: the act of sending back money to pay

removable: able to be taken or carried away

renovate: to make something like new again

repugnant: distasteful; offensive or revolting

retract: to draw or pull back

revival: the act of bringing back to life; renewed interest in

revocable: able to be repealed or withdrawn

retro- backward

retrospect: the remembering of past events

se- apart

secede: to formally break away from

seclude: to keep away from; to isolate

sub- (sur-) under

submarine: being, living, or used under water

tra- across, through

traverse: to move across or turn back and forth across

ultra- beyond

ultrasonic: related to a frequency of sound vibrations beyond the normal hearing range; high in frequency

uni- one

unilateral: affecting one side of something

unison: as one voice

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DICTIONARY OF LATIN ROOTS

act do, drive
- **counteract**: to act directly against; to prevent from affecting
- **interaction**: communication between two or more things
- **reaction**: a response

anim spirit, life
- **animate**: to give spirit, life, motion, or activity to
- **equanimity**: calm temperament; evenness of temper

aqua water
- **aquamarine**: blue-green in color, like sea water

aud (audi) hear
- **audience**: a group of listeners or spectators
- **inaudible**: unable to be heard

avi (avia) bird
- **aviary**: a large enclosure in which birds are kept
- **aviatrix**: a woman airplane pilot

brev (brevi) short
- **abbreviate**: to shorten
- **brevity**: quality of being brief; shortness in time

capt (cept) take, hold
- **intercept**: to stop or interrupt the course of
- **recapture**: the taking back of something

carni flesh, meat
- **carnivorous**: flesh-eating

cede (ceed, cess) go, yield
- **accessible**: easily entered, approached, or obtained
- **proceed**: to go forward, especially after stopping
- **secede**: to formally break away from

celer fast
- **accelerate**: to increase the speed of
- **decelerate**: to reduce the speed of

claim (clam) call out, shout
- **exclaim**: to cry out or speak in a strong or sudden manner
- **proclamation**: something announced officially in public

clud (clus) close
- **conclusion**: the end or last part
- **exclusion**: a shutting out; rejection
- **seclude**: to keep away from; to isolate

cogn (cogni) know
- **cognition**: process of acquiring knowledge
- **recognize**: to identify someone or something seen before

cred believe
- **credence**: belief; acceptance as true or valid
- **incredible**: too extraordinary and impossible to believe
- **incredulous**: disbelieving; not believing

cumul mass, heap
- **accumulate**: to gather or pile up little by little
- **cumulative**: gradually building up

dict speak
- **contradict**: to express or imply the opposite of
- **prediction**: a statement foretelling the future

duct lead
- **abduction**: a taking away by force
- **deduction**: a subtraction of an amount
- **induct**: to formally install someone to an office or position

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dur harden, to last, lasting

durable: having the quality of lasting

duration: the length of time something lasts

enni year

bicentennial: of or relating to an age or period of 200 years

centennial: of or relating to an age or period of 100 years

perennial: lasting through many years

equ (equi) equal, fair

equanimity: calm temperament, evenness of temper

equation: a statement of equality

equity: fairness; the state of being just or fair

equivocate: to use misleading language that could be interpreted two different ways

fract (frag) break

fraction: a part or element of a larger whole

fracture: a break, crack, or split

fragile: easily broken; delicate

fragment: a broken piece

infraction: the act of breaking the limits or rules

gress step

digression: a departure from the main issue, subject, etc.

progress: movement forward or onward; improvement

regression: a movement backward to an earlier state

herbi grass

herbicide: any chemical used to kill unwanted plants, etc.

herbivorous: plant-eating

juven young

juvenile: youthful or childish; immature

rejuvenate: to bring back to youthful strength or appearance

later side

bilateral: of or involving two sides; reciprocal

unilateral: affecting one side of something

loqu speak

eloquent: speaking beautifully and forcefully

loquacious: very talkative

lumin light

illuminate: to give light to

luminary: an object, like a star, that gives off light; a famous person (a "star")

luminous: giving off or reflecting light

manu hand

manual: having to do with the hands

manuscript: a handwritten document or author's original text

mar sea

aquamarine: blue-green in color, like sea water

marine: of or pertaining to the sea

submarine: being, living, or used under water

memor (memori) remember

commemorate: to honor the memory of, as by a ceremony

memorial: related to remembering a person or event

memory: an ability to retain knowledge; an individual's stock of retained knowledge

miss (mitt) send, let go

admittance: entry

emissary: a representative of a country or group sent on a mission

remittance: the act of sending back money to pay

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mob (mot, mov) move

commotion: the scene of noisy confusion or activity

immobile: motionless; unable to move

mobility: relating to the quality of being able to move

promotion: an advancement in rank or position

removable: able to be taken or carried away

nom (nomin) name

misnomer: an error in naming a person or thing

nominal: being something in name only but not in reality

nominate: to name for election or appointment; to designate

nov new

innovation: a new idea, method, or device

novice: a person who is new to an activity; a beginner

renovate: to make something like new again

pos (posit) place, put

composition: an arrangement or putting together of parts

deposit: to put down or in a safe place

expose: to place something where it can be seen; to put in an unprotected situation

imposition: an excessive or unjust burden placed on someone

opposition: the act of resistance or action against

pugn (pugna) fight

pugnacious: having a quarrelsome or aggressive nature

repugnant: distasteful; offensive or revolting

rupt break, burst

disruptive: tending towards a break in the normal course or process

interrupt: to stop or hinder by breaking in on

rupture: a breaking apart or the state of being broken apart

scrib (script) write, written

circumscribe: to draw around; to encircle

describe: to represent with words or pictures

inscription: an engraving on a coin or other object

manuscript: a handwritten document or author's original text

postscript: an addition to an already completed letter, article, or book

prescription: a written order for medicine

sect cut

dissect: to cut apart piece by piece

intersection: the place or point where two things cross each other

son sound

dissonance: lack of harmony; discord

ultrasonic: related to a frequency of sound vibrations beyond the normal hearing range; high frequency

unison: as one voice

spec (spect) look, examine

inspection: the act of examining or reviewing

retrospect: the remembering of past events

specify: to describe in detail

struct build

construct: to form by putting together parts

destruction: the act of destroying; a state of damage

infrastructure: underlying framework of a system

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obstruction: an obstacle or something put up against something else
reconstruction: the act of putting back together

tact touch
contact: the state of touching or meeting
intact: with nothing missing; left whole
tactile: of or relating to the sense of touch

tempor time
contemporary: of the same time; modern time
extemporaneous: done without preparation; impromptu
temporary: lasting for a limited time

termin (termina) end, limit
determination: an intent to reach a goal
exterminate: to destroy or get rid of completely
terminal: related to something leading to the end or to death

tort twist
contortion: a twisted shape or position
distort: to alter the shape or condition of

tract drag, draw out, pull
contraction: act of drawing together or shrinking
extraction: process of withdrawing, pulling out
retract: to draw or pull back

ven (vent) come
circumvent: to go around; to bypass restrictions
convention: a gathering or assembly of people with a common interest
intervene: to come between; to intercede

ver (veri) truth
veracity: truth, honesty
verify: to confirm; to prove to be true

vers (vert) turn
aversion: the act of turning away from; a dislike of something
convert: to turn into or transform
extrovert: an outgoing person
introversion: turning inward; focusing on oneself
traverse: to move across or turn back and forth across

vinc conquer
convince: to persuade by argument or evidence
invincible: unbeatable; impossible to overcome

vis see
envision: to picture in the mind
invisible: impossible to see

viv live, life
revival: the act of bringing back to life; renewed interest in
vivacious: high-spirited and full of life
vivid: lively in appearance; vigorous

voc (voci) voice, call
equivocate: to use misleading language that could be interpreted two different ways
revocable: able to be repealed or withdrawn
vociferous: loud, noisy

vol (voli) will, wish
benevolent: showing kindness or goodwill
volition: the act of making a choice or decision

vor (vour) eat
carnivorous: flesh-eating
herbivorous: plant-eating
voracious: desiring or eating food in great quantities
devour: to eat quickly

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DICTIONARY OF LATIN SUFFIXES

-able able to be (adjective)

durable: having the quality of lasting
removable: able to be taken or carried away
revocable: able to be repealed or withdrawn

-acious having the quality of (adjective)

loquacious: very talkative
pugnacious: having a quarrelsome or aggressive nature
vivacious: high-spirited and full of life
voracious: desiring or eating food in great quantities

-acity the quality of (noun)

veracity: truth, honesty

-al of, related to (noun, adjective)

bicentennial: of or relating to an age or period of 200 years
bilateral: of or involving two sides; reciprocal
centennial: of or relating to an age or period of 100 years
manual: having to do with the hands
memorial: related to remembering a person or event
nominal: being something in name only but not in reality
revival: the act of bringing back to life; renewed interest in
perennial: lasting through many years
terminal: related to something leading to the end or to death
unilateral: affecting one side of something

-ance state, quality, act (noun)

admittance: entry
dissonance: lack of harmony; discord
remittance: the act of sending money back to pay

-aneous having the quality of (adjective)

extemporaneous: done without preparation; impromptu

-ant that which (noun)

repugnant: distasteful; offensive or revolting

-ary of, related to (adjective)

contemporary: of the same time; modern time
temporary: lasting for a limited time

-ary someone or something that belongs to (noun)

aviary: a large enclosure in which birds are kept
emissary: a representative of a country or group sent on a mission
luminary: an object, like a star, that gives off light; a famous person (a "star")

-ate to make, to act (verb)

abbreviate: to shorten
accelerate: to increase the speed of
accumulate: to gather or pile up little by little
animate: to give spirit, life, motion, or activity to
commemorate: to honor the memory of, as by a ceremony
decelerate: to reduce the speed of
equivocate: to use misleading language that could be interpreted two different ways
exterminate: to destroy or get rid of completely
illuminate: to give light to
nominate: to name for election or appointment; to designate
rejuvenate: to bring back to youthful strength or appearance
renovate: to make something like new again

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-ation an action or process (noun)

determination: an intention to reach a goal

duration: the length of time something lasts

equation: a statement of equality

innovation: a new idea, method, or device

proclamation: something announced officially in public

-cide kill (noun)

herbicide: any chemical used to kill unwanted plants, etc.

-ence state, quality, act (noun)

audience: a group of listeners or spectators

credence: belief; acceptance as true or valid

-ent like, related to (adjective)

benevolent: showing kindness or goodwill

eloquent: speaking beautifully and forcefully

-er that which (noun)

misnomer: an error in naming a person or thing

-ferous producing (adjective)

vociferous: loud, noisy

-fy to do, to make (verb)

specify: describe in detail

verify: to confirm; to prove to be true

-ible able to be (adjective)

accessible: easily entered, approached, or obtained

inaudible: unable to be heard

incredible: too extraordinary and impossible to believe

invincible: unbeatable; impossible to overcome

invisible: impossible to see

-ic (-id) like, related to (adjective)

ultrasonic: related to a frequency of sound vibrations beyond the normal hearing range; high frequency

vivid: lively in appearance; vigorous

-ice one who, that which (noun)

novice: a person who is new to an activity; a beginner

-ile of, related to (adjective)

fragile: easily broken; delicate

immobile: motionless; unable to move

juvenile: youthful or childish; immature

tactile: of or relating to the sense of touch

-ine like, related to (adjective)

aquamarine: blue-green in color, like sea water

marine: of or pertaining to the sea

submarine: being, living, or used under water

-ion state, quality, act (noun)

abduction: a taking away by force

aversion: the act of turning away from; a dislike of something

commotion: the scene of noisy confusion or activity

composition: an arrangement or putting together of parts

conclusion: the end or last part

contortion: a twisted shape or position

contraction: act of drawing together or shrinking

convention: a gathering or assembly of people with a common interest

deduction: a subtraction of an amount

destruction: the act of destroying; a state of damage

digression: a departure from the main issue, subject, etc.

envision: to picture in the mind

exclusion: a shutting out; rejection

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extraction: process of withdrawing, pulling out
fraction: a part or element of a larger whole
imposition: an excessive or unjust burden placed on someone
infraction: the act of breaking the limits or rules
inscription: an engraving on a coin or other object
inspection: the act of examining or reviewing
interaction: communication between two or more things
intersection: the place or point where two things cross each other
introversion: turning inward; focusing on oneself
obstruction: an obstacle or something put up against something else
opposition: the act of resistance or action against
prediction: a statement foretelling the future
prescription: a written order for medicine
promotion: an advancement in rank or position
reaction: a response
reconstruction: the act of putting back together
regression: a movement backward to an earlier state

-ity state, quality, act (noun)
brevity: quality of being brief; shortness in time
equanimity: calm temperament, evenness of temper
equity: fairness; the state of being just or fair
mobility: relating to the quality of being able to move

-ive performing or tending towards (adjective)
cumulative: gradually building up
disruptive: tending towards a break in the normal course or process

-ize to make, to act (verb)
recognize: to identify someone or something seen before

-ment that which (noun)
fragment: a broken piece

-ous having the quality of (adjective)
carnivorous: flesh-eating
herbivorous: plant-eating
luminous: giving off or reflecting light

-tion state, quality, act (noun)
cognition: process of acquiring knowledge
volition: the act of making a choice or decision

-trix feminine (noun)
aviatrix: a woman airplane pilot

-ulous having the quality of (adjective)
incredulous: disbelieving; not believing

-ure process, condition (noun)
fracture: a break, crack, or split
infrastructure: underlying framework of a system
recapture: the taking back of something
rupture: a breaking apart or the state of being broken apart

-y state, quality, act (noun)
memory: an ability to retain knowledge; an individual's stock of retained knowledge

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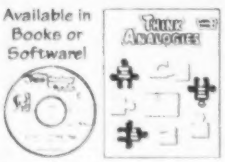

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"I strongly recommend this book. It takes the drudgery out of grammar."
–Linda, Castroville, CA

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Dr. DooRiddles Books

Available in Books or Software!

Quick, fun rhyming riddles that improve associative reasoning, spelling, vocabulary, word use, understanding of multiple word meanings and the subtleties of language—essential skills for good reading and good thinking. (A1 gr. preK–3, B1 gr. 4–7, C1 gr. 8–adult)

Dr. DooRiddles–"This fun teacher resource [will] challenge the creative and critical thinking skills of students."–NC Dept. of Public Instruction

Revenge of the Riddle Spiders–"Four Cow Rating!"–tukids.com

Language Smarts

Quick Word Activities

Eight different types of thought-provoking activities sharpen skills in reading comprehension, spelling, word use, following directions, sequencing, classifying, and recognizing similarities and differences. Students practice writing definitions and descriptions, matching words and phrases, completing missing elements, and more. (A1 gr. 2–5, B1 gr. 4–7)

"I absolutely love Language Smarts *and so do my students....[W]ill prepare all students...for standardized tests such as the OLSAT and MAT 7. It's a great resource."–Whitney, Shelby Township, MI*

Mind Benders®

Deductive Thinking Skills

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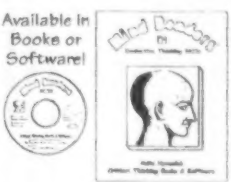

Fun, bestselling verbal puzzles that encourage students to read, organize, and deduce logical relationships from clues. Helps students improve reading comprehension and deductive thinking for higher grades and test scores. (Warm Up gr. K–2, A-level gr. 2–adult, B-level gr. 6–adult, C-level gr. 8–adult)

"We love your Mind Benders*....It has helped my [students] very much."*
–Wendy, via the Internet

Critical Thinking Activities to Improve Writing Skills

Descriptive Mysteries • Where-Abouts • Whatcha-Macallits • Arguments

Four fun, unique, easy-to-teach approaches to the writing process. Each approach encourages students to think before they write, organize information, choose their words carefully, and produce concise, accurate, descriptive, and sometimes persuasive, writing (Gr. 4–adult)

"An impressive series for developing critical thinking and communication skills across content areas."–NC Dept. of Public Instruction

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